



## NJ Team

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# How we got here



**1999: Abbott v. Burke** Establishes high-quality, full day preschool education to all 3- and 4-year-olds in the 31 Abbott districts. Additionally, the state financed the Early Childhood Program Aid (ECPA) program to apply funding for 96 other districts where 20-40% of children qualified for free or reduced-price lunch.

**2009: NJ P-3 Early Childhood Leadership Academy**- a four-day learning series sponsored by the NJPSA, NJDOE, and ACNJ to begin to fill the information gap for school principals newly overseeing preschool to provide practical knowledge and resources about early childhood education. Included 180 school leaders- Funded by Foundation for Child Development.

**2011: New Jersey Kindergarten Implementation Guidelines**- developed by the NJDOE, DECE to provide guidance for providing continuity from preschool to grade three.

**2013: Grow NJ Kids**- New Jersey's Quality Rating Improvement System, is New Jersey's program to raise the quality of childcare and early learning across the state.

**2013: Abbott Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up**- conducted by NIEER finding that the Abbott preschool programs increased achievement in LAL, math and science and decreased grade retention and special education placement rates.

**2013: Kindergarten Training Institute**- provided by the NJDOE for districts adopting the GOLD assessment system as well as to provide training on the Kindergarten Implementation Guidelines

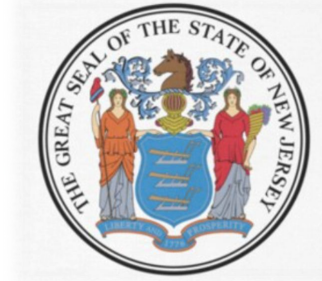
**2013: Kindergarten Today**- video produced to illustrate the expectations for Kindergarten learning environments, teaching and learning in NJ.

**2013-2017: NJ Early Childhood Academy I, II, III, IV**

**2015: First through Third Grade Guidelines and Approaches to Learning**- outline best practices for K-3.

**2017: NJ Jersey K-3 Evaluation Research Study**- included 90 classrooms in 20 districts to quantitatively understand the practices and modalities of instruction in classrooms from K-3.

# How we got here continued



**2018: Transforming Early Childhood Leadership Institute for P-3 Leadership Teams-** NJPSA/FEA led three-year professional learning experience with a goal of developing an action plan for their district to implement P-3, guided by the NAESP/National P-3 Institute competencies. Participants included a total of 60 school district representatives including leader and teacher teams with an ongoing follow-up on-site coaching component in between each of the four in-person and/or virtual (during the pandemic) training sessions.

**2019: Kindergarten through Third Grade Self-Assessment Validation System (K-3 SAVS Pilot)-** a framework for the self-reflection of districts on the effectiveness of their early childhood education program implementation, kindergarten to grade three. Anticipated release in 2022.

**2022: Transforming Early Childhood Leadership, Pre-K-3rd Grade, 2.0.** Thanks to the generosity of The Henry and Marilyn Taub Foundation, a group of stakeholders was gathered to create a Theory of Change, and a draft NJ Model. It has been vetted by a Thought Leaders Steering Committee, composed of NJ early childhood experts. This model is based on the revised NAESP/National P-3 Center publication, **A Principal's Guide to Early Learning & the Early Grades**, though we added components on MLLs, children with disabilities, gifted education, and arts integration/guided creative play.

# **NJPSAFE** Early Childhood Leadership Theory of Change

The Early Childhood Leadership Team will. . .



Advocate, through policy and practice, for the sustained, long-term incorporation of an aligned, coordinated and equitable NJ P-3 Early Childhood framework, including:

- required participation in the Early Childhood Leadership Institute
- inclusion of P-3 alignment by all PreK expansion programs
- consistent and on-going funding for EC-focused work



Offer the Early Childhood Leadership Institute centered on best practices in early childhood teaching and learning, including curricula alignment and developmentally appropriate practices.



Provide a toolkit of materials and supports to assist school teams in enhancing and monitoring P-3 effectiveness and functioning.



Guide schools in assessing their current P-3 landscape to determine assets, needs, alignment, and environment, and develop tailored goals and objectives.



Offer professional learning and training opportunities centered on best practices in early childhood teaching and learning.



Coach school/district teams in the process of assessing, planning, aligning, and implementing a comprehensive P-3 framework.





# **NJPSAFE** Early Childhood Leadership Theory of Change

in order to . . .

- Enhance educators' understanding and value of early childhood development and learning, including developmentally appropriate practice and environments.
- Increase developmentally appropriate, culturally-responsive, trauma-informed, relational-focused instruction in P-3 classrooms.

so that . . .

**NJ P-3 programs will be equitable, coordinated and aligned, and staffed and supervised by those prepared to provide age-appropriate instruction, intentional partnerships with families, and environments that nurture and prepare young learners.**

# Next Steps

- Preschool expansion (235 school districts & counting out of 600+ districts)
- Next National P-3 Institute in New Jersey?!?
  - Date: TBD
  - Place: Princeton (We volunteer!)



# Q & A



Thank you for the opportunity to share!